

Lesson Plan: Income and Careers
50-65 minutes

Learning Objectives	Students will be able to: <ol style="list-style-type: none"> Evaluate different career options based on interests, knowledge, and abilities Differentiate between a job and career
Materials needed	<ol style="list-style-type: none"> White Board “My Future” letter for each student from <i>Vault – Understanding Money™</i> “Career Exploration!” website at www.bls.gov/k12/students.htm “Career Profile” student worksheet Computer or tablet with internet connection- 1 per group of students Poster Board and Butcher Paper Writing utensil/Marker

Overview: This lesson will teach students how to explore career options using information from the *Vault™* program. Students will research and identify potential careers related to current interests and talents.

Background Knowledge Required: This lesson plans refers to the “Your Career” activity in the Income and Careers concept group of the *Vault™* program. “Your Career” should be completed by the students prior to the discussion and activity.

Provided Student & Teacher Materials:

- “My Future” letter- also accessible in the **Resources** section of the course or in the **tools** section of the student portal.
- “Career Profile” student worksheet/template

Lesson Plan:

Opening	<i>Duration: 5 minutes</i> <ol style="list-style-type: none"> Have students partner up for a think-pair-share and begin by reflecting on their responses in the “My Future” letter
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	<p>completed in <i>Vault™</i>. If students have not completed the letter, have students complete this now.</p> <p>4. Give students 2 minutes to share 1 job and 1 career they may be interested in with their partner. Afterwards, ask for 3-4 groups to share their careers/jobs with the class.</p> <p><u>Background Information</u></p> <p>1. <i>Vault™</i> defines a career as something you work toward by going to school and working jobs related to that career path. Working towards becoming a doctor, teacher, or an electrician are all examples of careers to pursue.</p> <p>2. A job is defined as something you do to make money. Jobs are very important because they provide skills you can use in many working situations. You can work jobs to build your career, or you can work jobs just to make money-not because a job is related to your career in any way. Some people choose not to have a career, and work jobs for their whole life.</p>
Introduction to New Material	<p><i>Duration: 10 minutes</i></p> <p>3. Teacher will begin introduction to new material by providing an example of a career, interests and talents related to the career, and overall reason why someone may have chosen this as their career.</p> <ol style="list-style-type: none"> 1. Example: Teacher- 2. Interests/Talents: Enjoys working with children, helping others reach their goals, good communicator, patient, creative, resourceful. 3. Why be a teacher? Teacher wants to help prepare students and the next generation to ensure our country continues to improve! <p>4. Continue discussion by asking what are some careers that people in your life have? Why might have these people have chosen that career? What interests or talents are related to these careers?</p> <p>1. After discussing careers, jobs, and related interests, explain to students that the class will be examining these various careers a little more closely. This will include researching to identify what types of jobs, interests, and talents might be required or useful for that career.</p>
Activity/Practice	<p><i>Duration: 35 minutes</i></p> <p>1. Referring to the “My Future” handout, ask each student to share</p>

	<p>his or her career interest. Write each of the career interests on the board and tally when interests are repeated.</p> <ol style="list-style-type: none"> 2. Divide students into small groups based on career interest. For groups of one, combine the student with the career that is most similar. 3. Student should begin discussion within their groups about what types of education, jobs, interests, and talents might be related to the career they have chosen. One student should be the “scribe” and takes notes for the group. 4. Each group should then research the career they have chosen on “Career Exploration!” (www.bls.gov/k12/students.htm) using the “Career Profile” worksheet as a guide. 5. Identify a scribe in each group to divide the poster/butcher paper into sections for the “Career Profile”: Career Title, Interests, Talents, Education, and Duties of the career. The poster will be used when presenting to the class. Tip: Have students select the “How to Become One” and “What They Do” tab on the career profile page for much of this information.
Closing	<p><i>Duration: 10 minutes</i></p> <ol style="list-style-type: none"> 1. Ask each group to identify a presenter to share their career profile to the class. 2. Teacher should pick an interest/talent that was presented in the career profile. Share this interest or talent with the class and have students raise their hands if they think their own career would also need that interest/talent. From students with hands raised, call on them to share what their career is. 3. Require each group to share one thing they learned from their research as their exit ticket out of class.

Vault – Understanding Money™ Career Profile
Lesson Plan 2: Income and Careers

Directions: Identify your group’s career and visit www.bls.gov/k12/students.htm and select “Career Exploration!” Using this worksheet, list your career title, interests, talents, education, and duties of the career. Items in parentheses refer to where you can find this information on the career page for “Career Exploration!”

Career Title:

Interests (Consider your groups’ interest for choosing this career):

Qualities/Talents (How to become one):

Education (How to become one): -

Duties of Career (What they do): -



Based on your research, is this still a career you are interested in?

Why or why not?

MY FUTURE

I want to start thinking about a career in

_____.

I want to work in this kind of career because I love _____.

In order to make this career happen, I will need to _____

_____.